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## THE RESULTS OF A COMPARATIVE ANALYSIS OF THE LEVELS OF PROFESSIONAL READINESS OF FUTURE SPECIALISTS IN SOCIONOMIC SPECIALTIES TO FORM A CONSCIOUS PARENTING IN YOUTH

*Parenting is an important life purpose for every person. To some extent, it has been based on biological factors, but the main essence of parenting is not purely biological reproduction of descendants. Creating comfortable conditions for the life of the family and the child in the family is necessary, but man is a social creature, and social factors in his or her development and life are more important.*

*The main essence of parenting is the conscious behavior towards your children, a carefully constructed educational process, the purpose of which is primarily to create conditions for the successful socialization of the child and his or her future effective integration into society. The care of the child, the concern for his or her development, the family's style of upbringing - all of these should be designed taking into account the fact that a child does not live in a vacuum, but in a social environment. The successful development of a child, the realization of his or her potential abilities, and the full acquisition of social experience will only be possible if this factor is fully taken into account. And such parental behavior can only be realized if a couple has a conscious attitude to parenting.*

*As a result of the theoretical research, it has been found that the determining condition for the effective implementation of the formation of conscious parenting in the activities of specialists in socionomic specialties working with young people is their readiness for such activities. In the research, the readiness of future specialists in socionomic specialties for the formation of conscious parenting in young people has been defined as an integral characteristic of the personality of specialists in socionomic specialties, which characterizes their ability to carry out activities aimed at forming conscious parenting and skills to preserve and strengthen their own health in young people, which is manifested in the unity of motivational, cognitive and activity components. Such readiness can be formed as a result of education and professional training of students in a higher education institution.*

**Key words:** professional readiness, specialists in socionomic specialties, conscious parenthood, formation of conscious parenthood.

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## РЕЗУЛЬТАТИ ПОРІВНЯЛЬНОГО АНАЛІЗУ РІВНІВ СФОРМОВАНOSTI ПРОФЕСІЙНОЇ ГОТОВНОСТІ У МАЙБУТНІХ ФАХІВЦІВ З СОЦІОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ ДО ФОРМУВАННЯ УСВІДОМЛЕНОГО БАТЬКІВСТВА У МОЛОДІ

*Батьківство є важливим життєвим призначенням кожної людини. Підвалиною його виступають певною мірою біологічні чинники, але основна сутність батьківства не полягає у суто біологічному відтворенні потомства. Створення комфортних умов для життєдіяльності сім'ї та дитини у сім'ї є необхідним, але людина є істотою соціальною, і соціальні фактори в її розвитку та житті є важливішими.*

*Головна сутність батьківства полягає в усвідомленій поведінці щодо своїх дітей, у старанно вибудованому виховному процесі, метою якого виступає насамперед створення умов для успішної соціалізації дитини та майбутньої її ефективною інтеграції у соціум. Піклування про дитину, турбота про її розвиток, вироблений сім'єю стиль сімейного виховання – все це має конструюватися із врахуванням того, що жити дитині не у вакуумі, а в суспільному середовищі. Успішний розвиток дитини, реалізація її потенційних можливостей, повноцінне оволодіння нею соціальним досвідом стануть можливими лише у тому разі, коли цей фактор буде повною мірою*

*враховано. А така батьківська поведінка може бути реалізована лише у випадку усвідомленого ставлення пари до батьківства.*

*У результаті проведеного теоретичного дослідження з'ясовано, що визначальною умовою ефективної реалізації формування усвідомленого батьківства в діяльності фахівців з соціономічних спеціальностей в роботі з молоддю є його готовність до такої діяльності. У дослідженні готовність майбутніх фахівців з соціономічних спеціальностей до формування усвідомленого батьківства у молоді визначається як інтегральна характеристика особистості фахівців з соціономічних спеціальностей, що характеризує його здатність до здійснення діяльності, спрямованої на формування усвідомленого батьківства та навичок збереження і зміцнення власного здоров'я у молоді, яка виявляється у єдності мотиваційного, когнітивного та діяльнісного компонентів. Така готовність може бути сформована як результат навчання і професійної підготовки здобувачів у закладі вищої освіти.*

**Ключові слова:** професійна готовність, фахівці соціономічних спеціальностей, усвідомлене батьківство, формування усвідомленого батьківства.

**Formulation of the problem.** The current situation has been characterized by dynamic changes in all spheres of public life, which is undoubtedly accompanied by the transformation of people's social consciousness and the restructuring of the hierarchy of ideas and views characteristic of them. The human community is in a state of «sporting excitement» in the struggle for the accumulation of material wealth, power, authority, and recognition, trying to cover the distance and reach the finish line with minimal losses and maximum financial capital, to gain prestige and provide maximum comfort. A sharp change in priorities, the appearance of new values and a reorientation of views on the importance of certain moral qualities often lead to a decline in the spiritual sphere of life of both society as a whole and individuals, with a sharp devaluation of basic human values. The decline of moral guidelines and the devaluation of positive relationships between people contribute to a wide range of social problems affecting the younger generation and, unfortunately, destabilize their position in the realities of the modern world. Nowadays, there is an idealistic cultivation by society of the importance of motherhood and fatherhood for young couples, but the reality is that the demonstration of the primary importance of achieving success in a career, material wealth, and prestige pushes the realization of the function of having children to the background.

**Research analysis.** Among the urgent problems of teaching higher educational applicants preparing to work in the social sphere, a special place has been given to the coordination of resources and efforts of all social and pedagogical institutions, which makes it possible to exercise targeted pedagogical influence on the quality youth training. Based on a number of government documents, including the Law of Ukraine «On Education», the Concept of Reforming Professional (Higher) Education until 2027, the National Doctrine of Education Development, etc., the strategic goal of education is the comprehensive and harmonious development of the individual, his

or her intellectual capabilities, and self-realization in all spheres of life. The knowledge-based approach, which is based on the need to provide students with professional knowledge and develop their skills, leads to a certain neglect of the problem of becoming a full-fledged personality, in particular, there is no adequate position on future parenting. Taking into account the fact that it is the child's family and parents who are the primary agents of socialization, a source of expanding the child's social experience, and ensuring the formation of physical qualities and spiritual and moral values, it is extremely important for future professionals who will work in the social sphere after graduation to prepare young people for parenting.

It should be noted that in today's world, parenting, including motherhood, has been strongly influenced by various socio-cultural stereotypes, which leads to its devaluation and an intense crisis. The main manifestations of the crisis in the institution of parenthood include: a low level of sexual culture; an increase the number of early pregnancies; underage motherhood; voluntary abandonment of newborns; the phenomenon of deviant motherhood; single motherhood; the Voluntary Human Extinction Movement (VHEMT); unwillingness to take responsibility for their own behavior and fully fulfill parental responsibilities. That is why it is necessary to focus the attention of future specialists in socionomic specialties on conscious parenthood and to form students' readiness to work with young people as clients to stimulate their desire to consciously fulfill parental roles.

Qualified specialists who have been preparing for this type of activity since their student days should work with young people to form a conscious attitude to parenthood. Based on the above mentioned arguments, there is a primary need for professional training of future specialists in socionomic specialties to form conscious parenting in young people. In this regard, there is a need to develop and implement systematic measures in the educational process of higher educational institutions aimed at reviving the value of parenthood, including motherhood, forming positive

motivation in young people to master the role of parents and laying the foundations for a conscious attitude to parenting in order to later teach this to young people who need help in understanding parenting.

In accordance with **the purpose of the research**, one of the main tasks has been defined: to experimentally test the effectiveness of the pedagogical system of professional training of future specialists in socio-economic specialties for the formation of conscious parenting in young people.

**Presenting main material.** Therefore, 126 students of the first (bachelor's) level of higher education, full-time and part-time students of the Odessa Polytechnic National University and the State Institution «South Ukrainian National Pedagogical University named after K.D. Ushynskiy» have participated in the experiment. The Experimental Group has included 64 applicants of the Odessa Polytechnic National University. The Control Group (62 respondents) has been formed by applicants of the State Institution «South Ukrainian National Pedagogical University named after K.D. Ushynskiy». The formative stage of the pedagogical experiment has been aimed at introducing the developed system of training future specialists in socio-economic specialties to form conscious parenting in young people into the educational process. The experimental group has organized an educational process aimed at expanding the content of professional training by expanding the traditional content of fundamental training disciplines with theoretical and practical material of professional orientation, as well as elective courses. This made it possible, in addition to theoretical knowledge, to model the conditions of future professional activity in the system of socio-economic specialties that require the usage of new technologies.

In accordance with such principles as compliance with the criteria of the content of the readiness of future specialists in social specialties to implement technologies aimed at forming conscious parenting for each of the components; the ability of the criteria to reflect the purpose, features and result of the process of teaching future specialists in social specialties technologies aimed at forming conscious parenting and the possibility of their measurement and objective reflection of the intensity of manifestation, the following criteria and indicators of the formation of each component of the readiness of future specialists in social specialties for the implementation of technologies aimed at forming conscious parenting in young people have been identified: *the criterion for the formation of the motivational component* is motivational and axiological, the indicators of which are: positive motivation to master knowledge, skills and experience in applying

technologies for the formation of conscious parenting in work with young people; recognition of the value of parenting as a priority; *the criterion for the formation of the cognitive component* is cognitive and knowledge, the indicator of which is: the availability of a system of professionally oriented knowledge necessary for the application of technologies for the formation of conscious parenting in work with young people; *the criterion for the formation of the activity component* is activity-practical, the indicators of which are: possession of communication and organizational skills; ability to apply a creative approach.

On the basis of the identified criteria, three levels of readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people have been identified: high (productive), basic (sufficient) and elementary (reproductive). In identifying different levels of readiness of future specialists in socio-economic specialties to implement technologies for the formation of conscious parenting in their professional activities, the qualitative characteristics and interaction of the defined criteria and indicators have been taken into account.

*The high (productive) level* is characterized by the orientation of applicants to the value of parenting, the presence of a strong motivation to save and strengthen their own health and the health of others, mastering professionally oriented knowledge and skills of conscious parenting. Their system of knowledge on the implementation of technologies for the formation of conscious parenting is sufficiently complete, and their educational activities are cognitive, searching and creative. During the communication, they take into account the context of interaction, are able to determine the purpose of the intervention, select the optimal content, forms and methods of activity, evaluate their results and apply innovative approaches.

*The basic (sufficient) level* of readiness to implement technologies for the formation of conscious parenting in future specialists in socio-economic specialties involves adding the values of parenting to their own value system, but not in priority positions, an unclear motivational and value orientation to preserve and strengthen health, and an unstable interest in acquiring professionally oriented knowledge. The knowledge necessary for the implementation of technologies for the formation of conscious parenting is not deep enough and is not systematic, does not fully reflect the understanding of the peculiarities of working with young people, and the educational activity is reproductive. The ability to establish communication interaction has been formed, but not all situations of professional communication require a differentiated approach. When planning and making

decisions about the purpose, objectives and content of professional assistance, and evaluating its effectiveness, there is a need for outside help. There is a creative approach to the implementation of activities, but the traditional one remains dominant.

The applicants of the *elementary (reproductive)* level of readiness are characterized by the lack of recognition of the value of parenting as significant, lack of motivation to form conscious parenting and improve professional competence in this area. Their knowledge of the content, forms and methods of organizing activities to implement technologies for the formation of conscious parenting and the specifics of their usage with young people is superficial and fragmentary, and their professional activity is not productive. The communication and organizational skills of such higher education applicants are not developed, planning, implementation and evaluation of performance are possible only under direct external control, and they have no creative potential.

Taking into account the results of the statistical analysis and in accordance with the purpose of the research, we have developed a program consisting of a lecture course «Fundamentals of Conscious Parenting», a training course «Theory and Practice of Forming Conscious Parenting in Youth» and an educational component «Psychology of Professional Communication», which was recommended to applicants of the specialties 231 Social Work and 053 Psychology for the first (bachelor's) level of higher education as an elective discipline in the fourth year, because professional communication is, first and foremost, communication, i.e., the exchange of information that is meaningful to the participants in the communication.

Let us present the results of a comparative analysis of the levels of professional readiness of future specialists in socio-economic specialties to form conscious parenting in young people at the beginning and end of the experiment (Table 1).

Table 1

**Comparative analysis of the levels of professional readiness of future specialists in socio-economic specialties to form conscious parenting in young people**

Levels	Criteria	CG				EG			
		At the beginning of the experiment		At the end of the experiment		At the beginning of the experiment		At the end of the experiment	
		quantity	%	quantity	%	quantity	%	quantity	%
High (productive)	Motivational and axiological	9	14,52	11	17,74	8	12,50	26	40,63
Basic (sufficient)		20	32,26	21	33,87	22	34,38	28	43,75
Elementary (reproductive)		33	53,22	30	48,39	34	53,12	10	15,62
High (productive)	Cognitive and knowledgeable	7	11,29	9	14,52	8	12,50	29	45,31
Basic (sufficient)		21	33,87	22	35,48	21	32,81	24	37,50
Elementary (reproductive)		34	54,84	31	50,00	35	54,69	11	17,19
High (productive)	Activity-practical	7	11,29	8	12,90	9	14,06	27	42,19
Basic (sufficient)		22	35,48	24	38,71	21	32,81	27	42,19
Elementary (reproductive)		33	53,23	30	48,39	34	53,13	10	15,62
High (productive)	Averaged values	8	12,90	9	14,52	8	12,50	26	40,63
Basic (sufficient)		21	33,87	22	35,48	22	34,38	28	43,75
Elementary (reproductive)		33	53,23	31	50,00	34	53,12	10	15,62

In order to prove the reliability of the obtained results of the research and experimental work on the effectiveness of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people, the methods of mathematical statistics common in professional pedagogy, in particular Pearson's criterion of consistency, have been used. For this purpose, the following algorithm has been implemented: calculation of theoretical frequencies ( $f_T$ ); calculation of the difference between theoretical and empirical frequencies for each category; determination of the number of degrees of freedom; squaring the differences; dividing the squared differences by the theoretical frequencies; the resulting sum is  $\chi^2_{emp}$ . The results of calculations of the above-mentioned professional readiness at the beginning of the formative stage of the experiment are presented in Tables 2–5.

The differences between two distributions can be considered statistically significant if  $\chi^2_{emp}$  is equal to or greater than  $\chi^2_{0.05}$  and more significant if  $\chi^2_{emp}$  is equal to or greater than  $\chi^2_{0.01}$ . In our case,  $\chi^2_{emp}$  is less than  $\chi^2_{0.05}$ . This result means that the differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people according to the motivational and axiological criterion at the beginning of the formative stage of the experiment are not statistically significant, since  $\chi^2_{emp} \leq \chi^2_{crit}$  ( $0.137 \leq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young

Table 2

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people according to the motivational and axiological criterion at the beginning of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_T)$	$(f_{\text{э}} - f_T)^2$	$(f_{\text{э}} - f_T)^2/f_T$
1	9	8.37	0.63	0.4	0.048
2	8	8.63	-0.63	0.4	0.046
3	20	20.67	-0.67	0.45	0.022
4	22	21.33	0.67	0.45	0.021
5	33	32.97	0.0300000000000001	0	0
6	34	34.03	-0.0300000000000001	0	0
Sums	126	126	-	-	<b>0.137</b>

Results:  $\chi^2_{emp} = 0.137$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

Table 3

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people according to the cognitive and knowledgeable criterion at the beginning of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_T)$	$(f_{\text{э}} - f_T)^2$	$(f_{\text{э}} - f_T)^2/f_T$
1	7	7.38	-0.38	0.14	0.019
2	8	7.62	0.38	0.14	0.018
3	21	20.67	0.33	0.11	0.005
4	21	21.33	-0.33	0.11	0.005
5	34	33.95	0.0499999999999997	0	0
6	35	35.05	-0.0499999999999997	0	0
Sums	126	126	-	-	<b>0.047</b>

Results:  $\chi^2_{emp} = 0.047$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

people according to the cognitive and knowledgeable criterion at the beginning of the formative stage of the experiment are not statistically significant, since  $\chi^2_{emp} \leq \chi^2_{crit}$  ( $0.047 \leq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people according to the activity-practical criterion at the beginning of the formative stage of the experiment are not statistically significant, since  $\chi^2_{emp} \leq \chi^2_{crit}$  ( $0.57 \leq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people at the beginning of the formative stage of the experiment are not statistically significant, since

$\chi^2_{emp} \leq \chi^2_{crit}$  ( $0.257 \leq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The results of the calculations of the above-mentioned professional readiness at the end of the formative stage of the experiment are presented in Tables 6–9.

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people according to the motivational and axiological criterion at the end of the formative stage of the experiment are statistically significant, since  $\chi^2_{emp} \geq \chi^2_{crit}$  ( $17.06 \geq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people according to the cognitive and knowledgeable criterion

Table 4

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people according to the activity-practical criterion at the beginning of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_{\text{т}})$	$(f_{\text{э}} - f_{\text{т}})^2$	$(f_{\text{э}} - f_{\text{т}})^2/f_{\text{т}}$
1	7	7.87	-0.87	0.76	0.097
2	9	8.13	0.87	0.76	0.093
3	22	21.16	0.84	0.71	0.034
4	21	21.84	-0.84	0.71	0.033
5	33	32.97	0.0300000000000001	0	0
6	34	34.03	-0.0300000000000001	0	0
Sums	126	126	-	-	<b>0.257</b>

Results:  $\chi^2_{emp} = 0.257$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

Table 5

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people at the beginning of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_{\text{т}})$	$(f_{\text{э}} - f_{\text{т}})^2$	$(f_{\text{э}} - f_{\text{т}})^2/f_{\text{т}}$
1	7	7.87	-0.87	0.76	0.097
2	9	8.13	0.87	0.76	0.093
3	22	21.16	0.84	0.71	0.034
4	21	21.84	-0.84	0.71	0.033
5	33	32.97	0.0300000000000001	0	0
6	34	34.03	-0.0300000000000001	0	0
Sums	126	126	-	-	0.257

Results:  $\chi^2_{emp} = 0.257$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

Table 6

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people according to the motivational and axiological criterion at the end of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_{\text{т}})$	$(f_{\text{э}} - f_{\text{т}})^2$	$(f_{\text{э}} - f_{\text{т}})^2/f_{\text{т}}$
1	11	18.21	-7.21	51.98	2.854
2	26	18.79	7.21	51.98	2.766
3	21	24.11	-3.11	9.67	0.401
4	28	24.89	3.11	9.67	0.389
5	30	19.68	10.32	106.5	5.412
6	10	20.32	-10.32	106.5	5.241
Sums	126	126	-	-	17.063

Results:  $\chi^2_{\text{emp}} = 17.06$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

Table 7

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people according to the cognitive and knowledgeable criterion at the end of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_{\text{т}})$	$(f_{\text{э}} - f_{\text{т}})^2$	$(f_{\text{э}} - f_{\text{т}})^2/f_{\text{т}}$
1	9	18.7	-9.7	94.09	5.032
2	29	19.3	9.7	94.09	4.875
3	22	22.63	-0.63	0.4	0.018
4	24	23.37	0.63	0.4	0.017
5	31	20.67	10.33	106.71	5.163
6	11	21.33	-10.33	106.71	5.003
Sums	126	126	-	-	20.108

Results:  $\chi^2_{\text{emp}} = 20.11$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

Table 8

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people according to the activity-practical criterion at the beginning of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_{\text{т}})$	$(f_{\text{э}} - f_{\text{т}})^2$	$(f_{\text{э}} - f_{\text{т}})^2/f_{\text{т}}$
1	8	17.22	-9.22	85.01	4.937
2	27	17.78	9.22	85.01	4.781
3	24	25.1	-1.1	1.21	0.048
4	27	25.9	1.1	1.21	0.047
5	30	19.68	10.32	106.5	5.412
6	10	20.32	-10.32	106.5	5.241
Sums	126	126	-	-	20.466

Results:  $\chi^2_{\text{emp}} = 20.47$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

Table 9

**The results of the formation of professional readiness of future specialists in socio-economic specialties for the formation of conscious parenting in young people at the beginning of the formative stage of the experiment**

№	Empirical frequency	Theoretical frequency	$(f_{\text{э}} - f_{\text{T}})$	$(f_{\text{э}} - f_{\text{T}})^2$	$(f_{\text{э}} - f_{\text{T}})^2 / f_{\text{T}}$
1	9	17.22	-8.22	67.57	3.924
2	26	17.78	8.22	67.57	3.8
3	22	24.6	-2.6	6.76	0.275
4	28	25.4	2.6	6.76	0.266
5	31	20.17	10.83	117.29	5.815
6	10	20.83	-10.83	117.29	5.631
Sums	126	126	-	-	19.711

Results:  $\chi^2_{\text{emp}} = 19.71$ . Critical values of  $\chi^2$  at  $v=2$

v	p	
	0.05	0.01
2	<b>5.991</b>	<b>9.21</b>

at the end of the formative stage of the experiment are statistically significant, since  $\chi^2_{\text{emp}} \geq \chi^2_{\text{crit}}$  ( $20.11 \geq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people according to the activity-practical criterion at the end of the formative stage of the experiment are statistically significant, since  $\chi^2_{\text{emp}} \geq \chi^2_{\text{crit}}$  ( $20.47 \geq 5.991$ ) at the level of significance  $p \leq 0.05$ .

The differences in the distributions of future specialists in socio-economic specialties of CG and EG, respectively, by the levels of formation of professional readiness for conscious parenting in young people at the end of the formative stage of the experiment are statistically significant, since  $\chi^2_{\text{emp}} \geq \chi^2_{\text{crit}}$  ( $19.71 \geq 5.991$ ) at the level of significance  $p \leq 0.05$ .

**Conclusions.** The pedagogical system of professional training of future specialists in socio-economic specialties for the formation of conscious parenting in young people, which we have implemented, has convincingly shown an increase in the level of professional training available to future specialists in socio-economic specialties for the formation of conscious parenting in young people.

The results obtained in this research can be used in the diagnosis, prediction and development of readiness in «potential» parents in order to support the institution of a young family; and the developed pedagogical system of professional training of future specialists in socio-economic specialties for the formation of conscious parenting in young people can be used in the practice of educational work with students in the educational space of higher educational institutions.

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